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ABSTRACT

This course is intended as preparation for taking a civil service examination in office clerical skills; it is also intended to provide employment skills for clerical office workers. The course typically is given in two-hour sessions, once a week for 10 to 12 weeks. It covers the following topics: grammar and language usage, spelling, vocabulary improvement, reading comprehension, office mathematics, filing skills, telephone techniques, business machines (briefly), techniques for finding employment, and how to take a civil service examination. (EA)

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Improving Clerical Office Skills

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The University of the State of New York
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Albany, New York 12224

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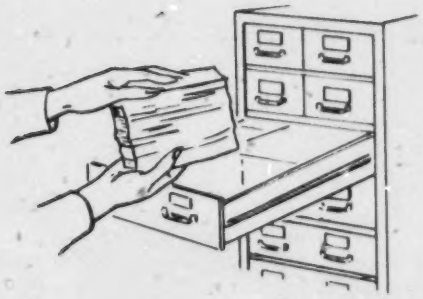
IMPROVING CLERICAL OFFICE SKILLS

A Suggested Adult Business Education Course



The University of the State of New York
THE STATE EDUCATION DEPARTMENT
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FOREWORD

The course described in this booklet is intended to provide employment skills for clerical office workers. It covers the following topics: grammar and language usage, spelling, vocabulary improvement, reading comprehension, office mathematics, filing skills, telephone techniques, business machines (briefly), techniques for finding employment, and how to take a civil service examination.

The scope of the course and its general nature were determined by an advisory committee consisting of the following: William T. Laviolette, supervisor of clerical methods, Norton Company, Watervliet; Raymond L. Parker, director of adult education, Uniondale High School, Uniondale; and Mrs. Lucille H. Riggs, classroom teacher, Albany High School, Albany.

Much of the content of this booklet was written by Miss Phyllis A. Colpitts, assistant professor, School of Education, State University of New York at Albany, and Lawrence J. Cerri, classroom teacher, Waterford High School, Waterford. Robert Fleig, associate, Bureau of Business Education, reviewed the final manuscript before publication. E. Noah Gould, associate, Bureau of Continuing Curriculum Development, guided the development and writing and prepared the material for publication.

HERBERT BOTHAMLEY, *Chief*
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Curriculum Development Center

MESSAGE TO THE INSTRUCTOR

This course is intended as preparation for taking a civil service examination in office clerical skills. The examination might be for a Federal, State, or local job; it might be part of a more comprehensive examination for clerk-typist or stenographer. The course is also excellent training for employment in business or industry. It is recommended that those who need training in typing obtain it in a separate course.

It is recommended that a pretest be given in the first class session to determine what content to include. The course is typically given in 2-hour sessions, once a week for 10 to 12 weeks. It can also be given twice a week for 5 to 6 weeks.

Each subject should be broken into several parts and each part given in a separate session. For instance, if one hour is to be devoted to spelling improvement, it might be best to break the instruction into four 15-minute parts, and give one part in each of four sessions of class.

Some instructors in this course have found it helpful to invite outside speakers to occasional sessions of the class. This could be a guidance counselor, a representative of a civil service department, or, if students show interest in working for business or industry, a business personnel representative.

Experience with courses of the type covered in this booklet shows that the great majority of the students will be women, and that they will vary in age from the teens to the fifties. Many of them will be married and have home responsibilities.

Following are sources of teachers for this course: a day school teacher of business subjects, a substitute business teacher, a graduate student in business subjects from a nearby college, an office supervisor of clerks and typists, the advisory group for adult education, and the advisory group for day school business courses.

HOBART H. CONOVER, *Chief*
Bureau of Business Education

ROBERT H. BIELEFELD, *Director*
Division of Occupational Education

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LESSON 1

OBJECTIVES

To acquaint instructor with the class
To explain the course content and materials necessary
To administer an inventory pretest

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Introductions	Set aside the beginning of the first class period to acquaint yourself and the students with each other.
A. Instructor	Explain that you want to help in every way you can while working with the class.
B. Students 1. Background	If possible, ask each student to mention his background briefly. This helps to create an informal atmosphere.
2. Index cards	Hand out index cards and ask the students to fill in their names, addresses, jobs, (with last employment first) and education. Explain to the students that the information on these cards will help the instructor to know the students.
II. Goals	Explain the goals of the course: • To help students pass civil service examinations • To help prepare students for a successful career as an office clerk, clerk-typist, or stenographer • To offer a refresher course Suggest to students the possibility of taking a typing course to supplement this course on clerical skills.
A. Skills	Point out that this course offers instruction to students in various skill areas to attain the goals above.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
1. Language usage	Explain that language arts skills cover several areas to correct deficiencies in language usage. Students should understand noun-verb agreement, punctuation and capitalization, possessives, correct sentence structure, and clarity of writing expression.
2. Spelling	Explain that correct spelling is important for writing letters, memorandums, and other correspondence in a business office. The course will include various rules and word lists to improve spelling.
3. Vocabulary	Point out that clerical work requires a knowledge of word meanings, particularly business terms. Explain that this course will introduce exercises in common roots, prefixes, suffixes, synonyms, antonyms, homonyms, and word division. The course will also include work in context skills for understanding word meaning.
4. Reading comprehension	Indicate that clerical jobs require reading comprehension. Students need to understand written, typed, and printed materials. Students must especially know how to follow instructions. The course will contain material on reading for instructions, main ideas, and details.
5. Mathematics	Clerical jobs demand a knowledge of basic mathematics. Office duties regularly require inventory taking, calculating, tallying, cost computing, and a host of other numerical processes. The course will review problems in multiplication, division, fractions, percentages, interest, discounts, measurements, ratio, and proportion.
6. Clerical skills	Explain that students may find different operating procedures in different offices. Therefore students should familiarize themselves with various systems of filing. Students should also understand the different types

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	of written and oral communications, telephone techniques, business machines, and the reference library.
B. Employment techniques	Discuss the need for understanding preemployment techniques. A student should know how: • To fill out application blanks • To dress properly for a job interview • To conduct himself properly during an interview • To learn sources of employment
C. Civil service examinations	Explain to students the nature of civil service examinations. Point out that civil service examinations may differ on various Federal, state, and local levels. Explain that this course will be broad enough to include material found on most examinations. Determine how many members of the class intend to take a civil service examination and what kinds they expect to take. Such information will enable you to offer specific suggestions for each civil service examination. Explain that different states and communities vary on the qualifications for taking civil service examinations. For a Federal examination, the applicant must be a high school graduate or have 6 months of appropriate experience. New York State has no specific requirements except that you be a resident of the State. Students should learn the qualifications for any civil service examination they expect to take.
D. Correct work habits	Once in a clerical job, a new employee should recognize the need for acceptable conduct. He should have a pleasant attitude, be cooperative, and be able to establish good relationships with supervisors and fellow employees. He should dress appropriately, and be neat in his personal and work habits. He should also be prompt and regular in his attendance at work.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
III. Material for the Course	Point out that students will need certain instructional and work materials for this course. These might include a text-workbook, (unless the instructor intends to use all instructor-prepared materials), and lined paper for doing classwork and outside assignments.
IV. Inventory Testing	Point out that students will now be given a clerical abilities inventory test before the actual instruction begins. The test will be patterned after civil service examinations. Suggested text-workbooks for students*: Fisher, Robert. *Intensive Clerical and Civil Service Training.* Krulak, Stephen; Kaufman, Irvin; Skostak, Jerome. *The Civil Service Examination Handbook.* Turner, David R. *Clerk GS 1-4.*
A. Need for test	Explain that the test mentioned above shows a person's weaknesses and strengths in the various skills necessary for a clerical position. The test will be administered only to determine strengths and weaknesses in necessary skills. Emphasize that test scores enable the teacher to see what skill areas must be stressed with this particular class. Impress on the students that all questions should be answered as honestly and capably as possible. Suggested inventory pretests: Fisher, pp. 1-8. New York State Education Department. *Business Arithmetic Syllabus.* New York State Education Department. *Statewide Achievement Examination in English.* Turner, pp. 1-4.
B. Administering the test	Hand out a test sheet with sample questions. Show the class how to fill in the oblong answer sheet with a soft lead pencil. Be certain the class understands the directions before handing out the actual test.

*Complete citations for references are given in the Bibliography.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
C. Correcting the test	The testing may take 45 to 60 minutes, depending on the kind of test. At the end of the allotted time, ask students to STOP. Then, collect all test booklets, answer sheets, and any other materials used in testing.
1. Analyzing test results	The teacher should analyze test results. Refer to the test manual for aid in understanding the meaning of test scores. After an evaluation of scores, the teacher should chart the results to determine which skills the students are weakest in. Plan to stress these weaker skills during this course.

LESSON 2

OBJECTIVES

To review the inventory pretest
To consider office personnel problems
To conduct a work unit on vocabulary and spelling
To conduct a work unit on five filing rules

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Review of Pretest A. Return test	Return the corrected inventory test. Allow students a few moments to look over their mistakes. Point out that a review of mistakes represents a good first step in avoiding errors the next time.
B. Go over test	Carefully review the questions. Go over the various segments of the test and encourage students to ask questions. Point out some examples of errors students may have made: • Spelling: omission of a silent *e* at the end of a word • Vocabulary: failure to recognize the meaning of a prefix or root • Mathematics: inability to interpret a mathematics question, thereby using an incorrect process (dividing instead of multiplying, for example) • Clerical skills: lack of knowledge of a certain rule in filing
II. Personal Problems	Explain that employee habits and attitudes should be conducive to good business practice. Supervisors expect employees to follow office rules. These rules might include such things as regular work hours and regular work patterns. New employees should make a special effort to learn and follow the firm's work routine.
A. Applying good work habits	Point out that employees should avoid tardiness and absenteeism since they place an added burden on other members

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	of the office staff. Elicit questions and suggestions from the class. Discuss good and bad practices in office employment.
B. Using common sense	Explain that good work habits and good work attitudes simply require common sense. Again, encourage a discussion of the kinds of action that represent good judgment and the kinds that might be considered poor judgment. (Example: taking too much time for a coffee break.) Suggested references*: Agnew, pp. 17-32. Archer, pp. 38, 54. Wood, pp. 2-37, 250.
III. Word Study	Indicate that office work requires word knowledge and skill in spelling. Point out that clerical workers must be especially knowledgeable in business vocabulary, business abbreviations, and word division.
A. Vocabulary	Present the students with a list of vocabulary words and a list of sentences that includes vocabulary study. Also, pass out a list of common prefixes, roots, and suffixes with their meanings. Explain these three techniques for developing vocabulary: • Learning the use of a word through definition • Noting a word's use in context and using clues from content to interpret its meaning • Understanding the meaning of common prefixes, roots, and suffixes as parts of a word Have the students work at vocabulary exercises in class. Ask them to finish for homework any work they do not complete in class.
B. Spelling 1. Word list	Now, give the class a good list of words considered spelling "demons." These would include words most frequently misspelled among clerical workers. (See references that follow.)

*Complete citations for references are given in the Bibliography.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	The size of the word list may vary, depending on the needs of the particular class and the amount of time you plan to devote to spelling improvement in this course.
C. Learning to spell	Discuss some of the spelling rules with the class. Then assign a list of 15 to 20 words and ask the class to study their spelling. Point out that you will give a spelling test, and then a review at the next class session. Plan to discuss one or two vocabulary and spelling rules at *each* class session. Do not attempt to cover all rules at one class meeting. Along with vocabulary and spelling rules, consider also synonyms, antonyms, homonyms, and word division. Suggested references: Fisher, pp. 51-89. Hardwick, various pages. Krulik, pp. 31-101. Levine, pp. 182-188. Silverthorn, various pages. Stewart, pp. 19-67.
IV. Filing	Inform the class that the remainder of this session will be devoted to instruction in filing techniques.
A. Importance of filing	Point out that filing is a major clerical duty for many office employees.
1. Backbone of the office routine	Point out that practically all reports and other recorded information are stored somewhere in an office file. All originals of incoming correspondence and all carbon copies of outgoing correspondence are generally filed away. Without a good filing system a business office could not operate efficiently.
2. Time element	Stress the fact that a good filing system saves hours of time in locating information. Accounts, reports, correspondence, and other records must be filed in some systematic order for easy reference.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
B. Various systems	Explain that several types of filing systems have come into use because different offices have different objectives. A business firm uses a filing system that bests suits its own particular needs.
1. Alphabetic	The alphabetic system is the most commonly used in filing. It simply functions according to alphabet, A to Z.
2. Numeric	In the numeric system, the firm assigns a code number to each filed item. For example, a library assigns a code number to each book stored on library shelves.
3. Geographic	In the geographic system, an office files each record and piece of correspondence under a particular geographic area. Correspondence is filed under the name of a country, a state, a city, or even a city street. For example, a nationwide company may have many sub-offices throughout the country. The home office will file correspondence from a sub-office under the name of the city in which it is located.
4. Subject	In this system, the file clerks index information under a subject category. In a library, for example, biographies would be stored on the nonfiction shelves while novels would be stored on the fiction shelves.
C. Alphabetic filing rules	Explain to the class that alphabetic filing is the most common type of filing system. Indicate that filing is based on certain rules. Plan to discuss five of these rules during the remainder of this class session. Mention that filing techniques generally follow a system of units. The first unit includes the surname. The second unit covers the given name. The third unit includes a middle name, initial, and sometimes other information.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
1. Individual name	Point out that the system of *individual names* is basic to the alphabetic filing system. The name is simply filed by surname first (first unit), given name second (second unit), and middle name or middle initial last (third unit). The circled letters in the following table indicate the basis for filing.

Unit 1	Unit 2	Unit 3
(H)arris	Alfred	J.
(P)hillips	Nora	Carolyn
(T)hompson	John	

2. Alphabetic order	Explain that *alphabetic order* is an extension of the individual name filing system. When the surnames (Unit 1) are identical, we file by the given name (Unit 2). If both the surname and the given name are identical, we then file by the middle name or middle initial (Unit 3). The circled letters in the following paragraph indicate the basis for filing.

Unit 1	Unit 2	Unit 3
Buckley	(A)lice	J.
Buckley	(M)orris	C.
Carson	John	(P)eter
Carson	John	(V)incent

3. Surname with initial	Explain that when the surname is used alone, it precedes a surname with a given name or initials. Further, a surname with an initial precedes a surname with a spelled-out given name having the same initial. "Nothing comes before something." The table following illustrates these ideas.

Unit 1	Unit 2	Unit 3
Adams		
Adams	A.	L.
Adams	(A)rthur	P.
Adams	W.	
Adams	W.	(P.)

4. Surname prefixes	Point out that *surname prefixes* such as D', De, Van, Mac, etc. are *not* separate index units. For filing they are considered a part of the surname.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS

Unit 1	Unit 2	Unit 3
Deems	Philip	J.
DeLuca	Vincent	
Mack	Dorothy	
MacPherson	William	

5. Firm names

Explain that in filing names of firms and institutions, the same unit breakdown is used as for names of individuals. Again, nothing will come before something, as in the following table.

Unit 1	Unit 2	Unit 3
Albany	Hardware	Company
Morris	Grocery	
Morris	Grocery	Incorporated

V. Demonstration

Explain the *vertical file* to the class. Then, show the class a *file folder*. Point out the *guide* on the folder and demonstrate how to put a label on it.

Give each student a folder. Ask the students to either print a name on the guide or to attach a name label to it.

If a vertical file is available, ask the students to file the folders inside a drawer in alphabetic order.

VI. Assignment

Pass out copies of a list of 20 names. Ask the class to arrange them in alphabetic order. Suggest that they use one of the civil service formats.

Suggested references:

Agnew, pp. 260-286.
Archer, pp. 130-135.
Bassett, various pages.
Fisher, pp. 132-138.
Kahn, pp. 197-222.
Wood, pp. 193-208.

LESSON 3

OBJECTIVES

To review word study
To introduce a unit on fractions
To acquaint students with the business letter
To show students the process of handling incoming mail

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Review of Word Study	
A. Testing	By this class session, the instructor should have a prepared quiz on the vocabulary and spelling words assigned during Lesson 2. Distribute the quiz papers. Allow students several minutes to complete the test.
B. Suggested test techniques	The test sheet might include several spellings of the assigned word with only one correct spelling among them. Ask the students to *underline* the correct spelling. Or, the instructor may dictate words and ask the students to copy the correct spelling on an answer sheet. The vocabulary quiz may include the assigned word with several possible definitions after it. The student should choose the correct meaning from the group of selections. See references for sample spelling and vocabulary tests. Suggested references*: Fisher, pp. 63-66, 87-90. Krulik, pp. 185-198. Levine, various pages. Mulkerne, pp. 13-14, 39-42. Turner, pp. 195-220.
C. Correcting	When the testing period ends, have students correct their own quiz sheets. This type of review enables the student to see his mistakes immediately.

*Complete citations for references are given in the Bibliography.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
D. New assignment	After correcting and reviewing the test, assign a new list of spelling and vocabulary words. Remind the students of the rules for understanding vocabulary, as outlined in Lesson 2. You may also explain some of the spelling rules, like the *i* before *e* rule, the suffix spelling rule, or the rules for plurals. Indicate that you will give a new word study quiz and hold another word study review during the next class session. Suggest to the class that they retain all quiz papers. Point out that quiz sheets will be useful as an aid in reviewing the course.
II. Mathematics for Office Work	Stress to students that a clerical worker needs a knowledge of basic mathematics. Point out further that civil service examinations, whether Federal, state, or local, usually place a heavy emphasis on questions in mathematics. Remind the students that several areas of basic mathematics will be covered during this course. *Note to instructor:* Before beginning any instruction in mathematics, explain the technique of checking answers by rounding off numbers and estimating the answers. Suggested references: Fisher, p. 94. Rosenberg, p. 15.
A. Fractions	Point out that fractions will be the area of mathematics covered in this session.
1. Vocabulary	Explain that students must know vocabulary terms to understand the various processes involved in fractions. These terms and an example follow: Numerator - $\frac{1}{2}$ Denominator - $\frac{1}{2}$

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Proper fraction - $\frac{1}{2}$ (when the numerator is *smaller* than the denominator) Improper fraction - $\frac{7}{2}$ (when the numerator is *larger* than the denominator) Mixed number - $8\frac{1}{2}$
2. Converting	Write some fractions on the chalkboard. Then, under your supervision, ask students to practice converting improper fractions to mixed numbers or converting mixed numbers to improper fractions. Examples: $8\frac{1}{2} = \frac{17}{2}$ $\frac{7}{2} = 3\frac{1}{2}$
3. Adding fractions	write an example of an addition problem on the chalkboard. Show how the numerators are simply added together. Examples: $\frac{1}{6} + \frac{2}{6} = \frac{3}{6}$ $\frac{1}{6} + \frac{2}{6} + \frac{2}{6} = \frac{5}{6}$
4. Converting denominators	Explain that fractions must sometimes be converted to a higher denominator before they can be added. Example: $\frac{2}{3} + \frac{1}{6}$ Converted to higher denominator $\frac{2}{3}$ to $\frac{4}{6} + \frac{1}{6} = \frac{5}{6}$
5. Adding mixed numbers	Explain that adding mixed numbers usually requires a conversion to improper fractions. Then, the improper fractions are usually converted to a common denominator. Example: $1\frac{1}{2} + 3\frac{1}{4} + 2\frac{1}{8}$ Converted to improper fractions $\frac{3}{2} + \frac{13}{4} + \frac{17}{8}$ Converted to a common denominator $\frac{12}{8} + \frac{26}{8} + \frac{17}{8}$ Ans: $\frac{55}{8}$ or $6\frac{7}{8}$

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
6. Subtracting fractions	If the denominators are the same, simply subtract the smaller numerator from the larger numerator. Example: $\frac{6}{5} - \frac{2}{5} = \frac{4}{5}$ If, however, the denominators are different, the fractions must be *converted* to a common denominator before subtracting. Example: $\frac{6}{5} - \frac{1}{3}$ Converted to common denominator $\frac{18}{15} - \frac{5}{15} = \frac{13}{15}$
7. Subtracting irregular fractions	Occasionally, the mixed number to be subtracted may have a larger fractional part than the mixed number to be subtracted from. In this case, *borrow one* from the *"subtract-from"* whole number and add it to the fraction. Example: $3\frac{1}{4}$ $- 1\frac{7}{8}$ Borrowed from whole number: $2\frac{5}{4}$ $- 1\frac{7}{8}$ Converting fraction to common denominator: $2\frac{10}{8}$ $- 1\frac{7}{8}$ $1\frac{3}{8}$ = answer
8. Multiplying fractions	In multiplying fractions, multiply the numerators *together* and multiply the *denominators* together. Example: $\frac{2}{3} \times \frac{3}{5} = \frac{2 \times 3}{3 \times 5} = \frac{6}{15} = \frac{2}{5}$ To multiply mixed numbers, simply convert them to improper fractions. Example: $1\frac{2}{3} \times 2\frac{3}{5}$ Converted to fractions $\frac{5}{3} \times \frac{13}{5} = \frac{65}{15} = 4\frac{1}{3}$
9. Cancellation method	Point out that aside from the methods shown here, a cancellation method can

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	be used for multiplying fractions. Refer to any of the reference sources below to review the techniques of multiplying fractions through the cancellation method.
. 10. Dividing fractions	To divide fractions or mixed numbers, simply *invert* the divisor and multiply. The divisor is the fraction or mixed number being divided into the dividend.
	Example: $\frac{3}{7}$ (dividend) ÷ $\frac{2}{3}$ (divisor) $\frac{3}{7} \times \frac{3}{2}$ (inverted divisor) $\frac{3}{7} \times \frac{3}{2} = \frac{9}{14}$
III. Homework Assignment	Give a mathematics homework assignment of about 20 problems in fractions. Point out that drill in the use of fractions is necessary to understand them.
	Assign problems that allow students to select from multiple choice answers. This type of assignment parallels the type of questions on mathematics that most commonly appear on civil service examinations.
	Examples: Subtracting mixed numbers $3\frac{1}{3}$ less $1\frac{1}{2}$ is — Answers: a. || b. || c. || d. || a. $2\frac{1}{2}$ b. $1\frac{5}{6}$ c. $3\frac{1}{6}$ d. $1\frac{5}{8}$
	Multiplying fractions $\frac{3}{4}$ multiplied by $\frac{3}{8}$ is — a. || b. || c. || d. || a. $\frac{5}{8}$ b. $\frac{1}{4}$ c. $\frac{7}{16}$ d. $\frac{9}{32}$
	Suggested references: Huffman, Twiss, & Whale, pp. 80-98. Mason, pp. 31-42. McNelly, pp. 48-53. Piper, p. 68 and those following. Rosenberg, pp. 43-55.
IV. Understanding the Business Letter	Point out that the business letter plays a major part in office procedures. Acquaint the students with the business letter and its parts. Refer to a diagram to identify the parts.

CONTENT OUTLINE

CONTENT DETAILS AND TEACHING TIPS

As a visual aid, obtain a letter-form wall chart and display it before the class. If no chart is available, use a prepared transparency similar to the following diagram.

Diagram of a Business Letter
Block Form

(A) Letterhead

(B) Date

(C) Inside address
(D) Attention notice*
(E) Salutation
(F) Subject line*
(G) Body

(H) Complimentary close
(J) Firm's name*
(K) Signature

(L) Initials
(M) Enclosures
(N) CC (carbon copy)
(P) PS (postscript)*

*These items are often left out.

A. Letterhead — The letterhead appears at the top of the page.

B. Date — The date appears immediately below the letterhead and to the right of the page. Do not use abbreviations.

C. Inside address — The inside address appears below the date and at the left-hand margin of the letter.

D. Attention notice — The attention notice may or may *not* be used in a business letter. When a letter is addressed to a firm (such as the John Smith Co.), the sender may request that the letter be directed to a particular individual. In this case an attention notice such as "Attention: John Jones" would appear two lines below the inside address.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
E. Salutation	The salutation of the letter appears two lines below the inside address (or two lines below the attention notice, if there is one). The salutation may be addressed to a firm (Gentlemen:), to an individual (Dear Mr. Jones:), or to a well-known person (My dear Mr. Jones:).
F. Subject line	As with the attention line, the subject line may or may not be used. The subject line points out the main idea covered in the body of the letter.
G. Body	The body of the business letter represents the message the letter carries.
H. Complimentary close	The complimentary close appears two lines below the body of the letter. Point out that the kind of complimentary close depends upon the type of salutation. For example, for a firm or person you might use "Yours truly." For a well-known person you might use "Cordially yours."
J. Firm's name	The name of the firm, in *all capital* letters, appears two lines below the complimentary close. A business letter may or may not include the name of the firm.
K. Signature	The typed name and title of the person writing or dictating the letter appears four lines below the complimentary close (or below the name of the firm). Immediately above the typed name and title, the writer signs his name.
L. Initials	The initials of the person who signed the letter and the initials of the typist appear two lines below the complimentary close. These initials generally appear at the left margin.
M. Enclosures	Point out that a firm may often include with the letter some kind of written or printed material. These enclosures might be account records, circulars, memorandums, etc.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	When the firm encloses such material with the letter, the term *Enclosure* appears immediately below the initials. If two pieces of material are enclosed with the letter, write the number *2* after the word *enclosure;* if three, write *3*, etc.
N. Carbon copies 1. Standard practice	Stress the fact that business firms, as a standard practice, make carbon copies of all letters that leave the office. An office clerk files this carbon copy as a matter of routine.
2. Extra carbon copies	Besides the usual carbon copy for the firm's file, the firm often types extra carbon copies of the letter. These extras are routed to persons other than the firm or to the person receiving the original letter. The typist should type the initials CC: (in capitals) immediately below the enclosure line. After the CC initials, type in the name of persons and/or organizations to whom these extra carbons are to be sent.
P. Postscript	The postscript is merely an added note for emphasis. It may or may not be included in a business letter. Suggested references: Agnew, pp. 409-424. Archer, pp. 130-135. Fisher, pp. 132-138. Gavin, pp. 197-222. Hager, pp. 229-510.
V. Handling Incoming Mail	Point out that handling mail is one of the major duties of an office clerk. The clerk, therefore, should acquaint himself with the procedures for treating and distributing incoming mail.
A. Opening mail	Point out that a business office may use either mechanical or manual letter openers.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
B. Removing contents	The next job of the mail clerk is to remove the contents of incoming mail and stamp the date and time received. However, if any letter is addressed confidentially to a member of the office staff, it should *not* be opened. Instead, the sealed correspondence should be given to the person to whom it is addressed.
C. Checking contents	When reviewing the contents of incoming mail, check the enclosure notice. Be certain that all enclosures are included. If any materials are missing, make a note of the missing enclosures on a special blank or on the letter itself. The note should explain which items are missing.
D. Checking address	Point out that a mail clerk should carefully compare the return address on the envelope with the return or letterhead address on the letter. If the addresses *differ* attach the envelope to the letter.
E. Cash enclosures	If the envelope includes any cash in bills or coins, place this money in a transparent envelope and attach this second envelope to the letter.
F. Distribution	Mail is then delivered to the addressees or placed on their desks.
	Suggested references: Agnew, pp. 149-156. Archer, pp. 304-312. Wood, pp. 177-180.

LESSON 4

OBJECTIVES

To administer a quiz on general mathematics and to review fractions
To introduce a unit on decimals
To review word study
To introduce a unit on capitalization and punctuation
To introduce filing rules 6 through 12

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Review Mathematics	Administer a timed test on basic mathematics skills, such as adding,
A. Test on general mathematics skills	subtracting, multiplying, and dividing. Pass out a ditto sheet with 10 problems and allow the students 10 minutes to finish the quiz. When the test period is over, review the answers with the class.
	Hand out a ditto sheet with measurement tables. If a measurement table is available in the class workbook-text, refer to the text. Briefly review the measurement table and ask the class to study the tables for future reference.
B. Review fractions	Now review the homework assignment in fractions. Allow a question and answer session, discussing each question. Use the chalkboard to work out problems and answers for any questions raised by the class.
II. Decimals	Inform the class that decimals will be the next mathematics skill covered in class. Point out that decimals are important in office work, particularly in accounts, costs, calculations, etc.
A. Vocabulary	Point out that decimals are fractions whose denominators are either 10 or a multiple of 10. For example, the fraction $\frac{3}{10}$, when written as a decimal, appears as .3. The fraction $\frac{2}{5}$ expressed as a decimal becomes .4.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHINC TIPS
B. Adding and subtracting decimals	In adding or subtracting decimals simply arrange the columns with the decimal points *exactly* under each other.

Examples:

```
   .003          3.64
   .3          -  .3
   .02           3.34
+ 4.04
  4.363
```

C. Multiplying decimals

Multiply decimals in the same manner as you would multiply any other numbers. However, you must *count* the number of digits to the *right* of the decimal point. The *total* number of digits to the *right* determines how many digits will be to the right of the decimal point in your answer.

Example:

```
  21.45        2 digits to right
  x 3.4        1 digit to right
  8580         3 total digits
 6435
72.930      3 digits to the right

72.93 answer
```

D. Dividing decimals

Divide the divisor into the dividend as you would any other division problem. However, move the decimal point of the divisor to the *right* until the divisor is a whole number. Then, move the decimal point in the dividend to the right for the *same* number of digits as you did with the divisor. Add zeros at the end of the dividend if there are not enough digits.

Example:

a. .14 /4.2814

b. moving decimals

.14. /4.28.14 two places

c.

```
      30.58
14 /428.12
     42
     081
      70
      112
      112
```

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	d. answer 30.58
E. Homework	Assign about 10 problems in decimals for homework. The assignment might come from a unit in the text used by the class or from a ditto sheet prepared by the instructor. Suggested references*: Huffman, Twiss, & Whale, pp. 103-119. Mason, pp. 27-28. McNelly, pp. 56-73. Piper, p. 34 and pages following. Rosenberg, pp. 25, 33, and 55.
III. Review of Word Study	
A. Test	Administer a test on the vocabulary and spelling words assigned for homework at the last session. Upon completion of the quiz, review the answers with the class. Follow the same testing technique as outlined in Lesson 3.
B. Assignment	Once again, assign a list of spelling and vocabulary words for study outside of class. Remind the students that you will give a quiz and will review the assignment at the next class session. By this time, both the instructor and the students should be aware that a short test and brief review on word study will become a regular practice during this course. The students should familiarize themselves with rules to improve spelling and word meaning. Explain some of these rules at each class session. Suggested references: Fisher, pp. 59-90. Krulik, pp. 58-73 and 183-212. Silverborn, various pages. Stewart, pp. 19-67. Turner, pp. 195-200 and 229-232.
IV. Language Usage	Point out that a clerical employee needs a good knowledge of correct

*Complete citations for references are given in the Bibliography.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	sentence structure, capitalization, and punctuation. Explain that written correspondence encompasses a major share of work in a business office.
A. Capitalization	Point out the importance of capitalization in writing letters, making reports, typing memorandums, etc. The student should understand the basic rules of capitalization. Essentially, any person, place, or thing with its own *particular* name should be capitalized. Refer to good reference materials on rules and patterns for capitalization. Discuss these rules with the class. Suggested references: Aurner, pp. 178-180. Brendel, pp. 1 and 25. Fisher, pp. 45-49. Gavin, pp. 59-72. Schachter, pp. 189-191.
B. Punctuation	Emphasize the importance of correct punctuation in written communication. Point out that poor punctuation results in confused or unclear meaning. Indicate that proper punctuation at the end of a sentence is *imperative* for clear meaning.
1. Period	A period ends a declarative or command sentence.
2. Question mark	The question mark follows a sentence that asks a question.
3. Exclamation point	The exclamation point follows a sentence that reflects a sense of urgency or excitement. Refer to the following references on punctuation. Suggested references: Aurner, pp. 178-180. Fisher, pp. 37 and 41. Gavin, pp. 1-6. Schachter, pp. 169-175. Stewart, pp. 213-224.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
V. Filing	Remind the students that, basically, alphabetical filing encompasses a number of rules. Point out that five of these rules were discussed in Lesson 2: individual name, alphabetic order, surname with initials, surname prefixes, and firm names. Indicate that in this session, the class will take up rules 6 through 12 in alphabetical filing.
A. Firm name with individual name	When the firm name contains the name of the individual, the surname comes first, Christian name second, and other names in Unit 3. Examples: Mary Myer's Florist John Wheeler Distributor Unit 1 / Unit 2 / Unit 3 Myer's / Mary / Florist Wheeler / John / Distributor
B. Article "the"	The article "the" should be ignored when listing a name alphabetically. Examples: The Horace Mann Company The Halfway House Unit 1 / Unit 2 / Unit 3 Halfway / House / (The) Mann / Horace / Co. (The)
C. Hyphenated names 1. Firms	In a hyphenated firm name the first half of the name comes under Unit 1 and the second half under Unit 2. Example: Smith-Jones Dress Co. Unit 1 / Unit 2 / Unit 3 / Unit 4 Smith - Jones / Dress / Co.
2. Individuals	In a hyphenated surname of an individual *both* parts come under Unit 1. The hyphenated surname is considered *one* surname, as though the hyphen was not there at all.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Example: Carolyn A. Beth-Hughes Unit 1: Beth-Hughes; Unit 2: Carolyn; Unit 3: A.
D. Abbreviations	Point out that in abbreviated firm names each letter is considered a *separate* unit. Example: XYZ Company Unit 1: X; Unit 2: Y; Unit 3: Z; Unit 4: Company
E. Conjunctions and prepositions	Disregard conjunctions and prepositions in names when filing alphabetically. If two names are similar, but one has a conjunction separating the parts, simply ignore the conjunction and file by Unit 3. Example: Unit 1: Jones (and) / Jones / Jones (and) Unit 2: Martin / Martin / Martin Unit 3: / G. / Inc.
F. One or two words	If two words are taken *together*, the combined word becomes *one* word. File the entire word under Unit 1. However, if the compound word is *separated*, file the first part under Unit 1 and the second part under Unit 2. Example: South West Dress Co. Southwest High School Unit 1: South / Southwest Unit 2: West / High School Unit 3: Dress Unit 4: Co.
G. Compound geographic name	When a foreign prefix precedes a name, consider the entire name a surname. List the name under Unit 1. However, if the prefix is *not* a foreign name, consider the prefix segment of the name as a separate unit. List the prefix under Unit 1 and the second part of the name under Unit 2.

CONTENT OUTLINE

CONTENT DETAILS AND TEACHING TIPS

Example:
Los Angeles Office Equipment
New York Times

Unit 1	Unit 2	Unit 3
Los Angeles	Office	Equipment
New	York	Times

Suggested references:
Refer to previous references on filing as given in Lesson 2.

LESSON 5

OBJECTIVES

To give a review in word study
To instruct students in reading comprehension
To give a review in fractions
To acquaint students with percentages
To explain the use of the comma
To acquaint students with the interoffice memorandum

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Review of Word Study	
A. Testing	Administer the usual short quiz on spelling and vocabulary. Again, base the quiz on the outside assignment given at the previous session. Confine these quizzes to 5 or 10 minutes.
B. Review	Review the quiz when students complete it. Go over the vocabulary meanings and word spellings, pointing out reasons for errors. Give the class more rules for improvement in spelling and growth in word meaning. Assign a new exercise in spelling and vocabulary for homework.
II. Reading Comprehension	Point out that office duties require an ability to read with comprehension. Remind students that correspondence and other paper work take most of a clerk's time. Therefore, it is important for clerical workers to understand the written and printed materials that enter and leave an office.
A. Reading skills	Explain that in this course the instructor will cover three important aspects of reading comprehension: • Ability to pick out main ideas • Ability to relate details to these ideas • Ability to follow instructions In this lesson, discuss main ideas and details.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
B. Main ideas	Explain to the class that a main idea is the central point expressed in a piece of correspondence or printed material. Refer to the subject notice of the business letter (Lesson 2) as an example of the main idea in a piece of reading material. Point out that in a paragraph the main idea is usually given in a topic sentence.
C. Details	Explain that details are the supporting statements for the main idea. Point out that details expand on the main idea by giving specific facts, concrete examples, and logical reasons.
D. Reading drill	Have the students read paragraphs for interpretation. Assign two reading selections--more if time allows. Upon completion of the reading, students should answer questions on comprehension of main ideas and supporting details. You may conduct the reading and review session in class. However, if you assign the reading unit for homework *be certain* to review the assignment at the next class session. Many sources offer good instruction and drill in reading comprehension. Suggested references: Gainsburg, pp. 3-30, 105-120, 193-216. Krulik, pp. 158-176. Turner, pp. 131-152.
III. Mathematics Review A. Quiz on fractions	Give a quiz on fractions of 5 to 10 minutes. Then, when the quiz is over review the answers with the class. Explain any unusually difficult problems. Use the chalkboard as an aid in these explanations.
B. Review of decimals	Review the decimal unit assigned for homework in Lesson 4. Conduct a question and answer session. Explain carefully any of the decimal problems students did not understand. Again, use the chalkboard as an aid.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
IV. Percentages	Point out that percentages will be the next mathematics skill covered in class. Explain that percentages are used frequently in a business office.
A. Relation to decimals	Point out that a percentage is a decimal expressed with a percent sign instead of a decimal point. To change from a decimal to percent, simply move the decimal point *two* digits to the right. Examples: .50 = 50.% = 50% 3.14 = 314.% = 314%
B. Relation to fractions	Explain that a percentage is also a fraction based on hundredths. To change a fraction or a mixed number to percent, first change to a decimal. Examples: $\frac{2}{5}$ = .40 $1\frac{1}{2}$ = 1.50 Now, move the decimal point *two* digits to the right and add a percent sign. Examples: .40 = 40.% = 40% 1.50 = 150.% = 150%
C. Changing percentages	To change a percentage to a fraction follow the same process *in reverse:* Move the decimal point *two* digits to the *left* and remove the percent sign. Example: 40% = .40 Now change the decimal to a fraction. Example: .40 = $\frac{2}{5}$
D. Drill work	Review the following percentage problems. They include the types most commonly found in clerical work and on civil service examinations. 1. Find a percentage of a number: Multiply

the number by the percentage (converted to a decimal).

Example: 2% of $638 = .02 x 638 = $12.76

2.
Find the percentage one number is of another: Express the relationship of the two numbers as a fraction, change the fraction to a decimal, and then to a percentage.

Example: 20 is what percentage of 30?

$$\frac{20}{30} = \frac{2}{3} = .667 = 66.7\%$$

3.
You are given a number and told that it is a specified percentage of a second number. Find the second number: Change the percentage to a decimal and divide the decimal into the given number.

Example: 96 is 6% of what number?

$$6\% = .06$$

$$96 \div .06 = 1600$$

4.
Suppose a quantity increases from one time to another; find the percentage of increase: Find the amount of increase (by subtraction). Divide the amount of increase by the beginning quantity. Then convert the quotient into a percentage.

Example: Suppose a store sells 90 pairs of shoes one day and 105 pairs the next; find the percentage of increase.

$$105 - 90 = 15$$

$$15 \div 90 = .167$$

$$.167 = 16.7\%$$

5.
Suppose a quantity *decreases* from one

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	time to another; find the percentage of *decrease*: Find the amount of decrease. Divide the amount of decrease by the beginning quantity. Then convert the quotient into a percentage. Example: Suppose a store sells 120 pairs of shoes one day and 90 pairs the next. Find the percentage of decrease. 120 - 90 = 30 30 ÷ 120 = .25 .25 = 25%
E. Assignment	Pass out a ditto sheet with fractional parts converted to percentages. Then, assign a homework exercise in percentages. Either assign the work from a ditto sheet or assign a percentage drill unit from the workbook-text. Point out that you will review the homework assignment at the next session. Suggested references: Huffman, Twiss, & Whale, pp. 120-135. Mason, pp. 55-60. McNelly, pp. 76-88. Rosenberg, pp. 57-63.
V. Language Usage (Commas)	Remind the class that capitalization and end marks in punctuation were covered in a previous lesson. Explain that this lesson will cover the correct use of the comma. Explain that comma usage boils down to a pair of general rules: the series and the interrupter. Point out that all rules on the use of commas stem from these two rules.
A. The series	Explain that the series rule deals with a group of numbers, names, phrases, or clauses (three or more) that have something in common. Some examples would be a series of names, a series of names and dates, or a series of names and numbers in addresses. Cite examples on the chalkboard.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Pass out a ditto sheet with examples or refer to a unit on commas in the workbook-text. Show how a series includes a sequence of words, a sequence of phrases, or a sequence of clauses. Many good reference sources explain the use of commas in a series.
B. The interrupter	Explain that an interrupter in a sentence takes many forms. Most texts list separate rules for each of these kinds of interrupters. Cite some examples, including appositives, interjections, introductory expressions, etc.
	Pass out a ditto sheet that explains the various uses of commas to separate an interrupter. Refer to a unit on interrupters (and the various rules for interrupters) in the workbook-text.
C. Drill	Ask the students to work on comma exercises. Refer to good source material on the use of commas.
	Suggested references: Brendel, pp. 39-101. Fisher, pp. 37-38. Gavin, pp. 122-175. Krulik, pp. 148-152. Schachter, pp. 171-175. West, various pages.
VI. The Interoffice Memorandum	Point out that an interoffice memorandum is a piece of correspondence circulated among personnel in one office, or among different offices of the same firm.
	The interoffice memorandum is also called an interior letter or an inter-departmental letter. The purposes of an interoffice memorandum are: • To transmit information within the company • To maintain a written record of the information transmitted
A. Format	The format of an interoffice communication may vary from office to office. In general, however, it follows the sample on the next page.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS

Diagram of an Interoffice Memorandum

Letterhead
(or Memorandum Heading)

To:

From:

Date:

Subject:

- - - Body of Memorandum - - -

Initials (Typist and/or dictator)

Space for reply (Some companies leave space at the bottom for a reply to minimize paper work.)

	Interoffice memorandums are often printed on colored paper to distinguish them from other kinds of correspondence.
B. Copies and delivery	Typists should make carbon copies of interoffice memorandums. One copy is for filing; others are made when people other than the writer and the addressee need to know about the content.
1. Handling	Point out that a clerk often places the memorandum in an envelope for delivery. This interoffice envelope is usually of heavy paper and has lines printed on it to indicate that it can be used for more than one interoffice delivery. The envelope is not sealed unles the memorandum is confidential.
C. Routing procedures	Mail clerks or messengers usually distribute the memorandums to the various departments and personnel. Point out that most firms use two basic procedures for routing interoffice memorandums.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
1. Routing slips	The first is the routing slip which the clerk attaches to the original copy. The first person receiving the memorandum reads the contents and signs the routing slip. He then forwards it to the next person. The second recipient also reads it and signs the routing slip before passing the memorandum on. This process continues until all interested people have read it.
2. Individual memorandum	The second procedure for routing is the *individual* memorandum. A separate copy of the memorandum is sent to each individual. When individual copies of the memorandum are sent, each recipient should acknowledge receipt of the communication. He might sign his name on an attached slip or duplicate copy and return it to the sender. Or, he might write a note and send it to the originator of the memorandum. Suggested references: Agnew, p. 450. Archer, pp. 311-312 and 240-243. Gavin, pp. 121-122. Hagar, p. 323.

LESSON 6

OBJECTIVES

To acquaint students with more filing rules
To review decimals and percentages
To acquaint students with interest and discount
To review more word study with students
To discuss outgoing mail

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Filing Rules A. The last four rules	Remind the students that so far you have discussed 12 filing rules. Point out that four more rules will be discussed in this class session. Explain that these 16 alphabetical filing rules represent the most important ones.
1. Titles or degrees	Point out that in filing, titles (like *Professor* or *Doctor*) should be disregarded, except for titles associated with royalty and religious orders (like *Prince* or *Sister*).
	Unit 1 / Unit 2 / Unit 3 Moran / Peter (Professor) Prince / Albert Sister / Marie Turner / Lyle (Doctor)
2. Possessives	When a name ends in a possessive, *disregard* the apostrophe and the s.
	Unit 1 / Unit 2 / Unit 3 Lamb ('s) / Bookstore Lane ('s) / Service / Station Lang / Richard / A.
3. Numbers	Many names contain numbers. Consider the symbolized number as though it were *spelled* out. Index the item accordingly.
	Examples: The 21 Club Circle 7 Theatre Circle Hardware Store

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS

Unit 1	Unit 2	Unit 3
Circle	Hardware	Store
Circle	7 (Seven)	Theatre
21 (Twenty-one)	Club	

4. Government names

When filing names of governmental departments, index under the name of country, state, city, etc. Disregard items like *Bureau of, Department of,* etc.

Examples:
Bureau of Education, U.S. Government
New York State Department of Welfare
New York City Department of Welfare
Defense Department, Dominion of Canada

Unit 1	Unit 2	Unit 3	Unit 4
Canada	Defense		
New	York	City	Welfare
New	York	State	Welfare
United	States	Education	

B. Filing terms

Point out that the above rules complete the study of filing in this course. Indicate, however, that students should understand specific vocabulary terms related to filing. The major terms include variadex, visible cards, index, rotary file, follow-up file, tickler file, code, cross reference, and out card. Define the terms. Refer to source material for definitions.

Suggested references:
Refer to previous references on filing.

C. Review

With the unit on filing completed pass out a ditto list of 50 or so names. Ask the students to complete an exercise on alphabetic filing using the list. Include a variety of individual, firm, and governmental names so the class will use all 16 rules covered in this course.

II. Review of Mathematics

A. Quiz on decimals

Give a short quiz on decimals, of 5 to 10 minutes. When the test period ends, review the answers. Make liberal use of the chalkboard to explain any unusually difficult problems.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
B. Review of percentages	Review the unit on percentage assigned for homework at the last session. Explain carefully any percentage problems the students failed to understand. Use the chalkboard as an aid in explanations.
III. Interest and Discounts	Indicate that interest and discounts will be the next mathematics units covered in class. Point out that these mathematics skills are important for clerical workers.
A. Interest	Explain that interest means a payment for the use of money borrowed. When a person lends money for such things as a home mortgage or a car purchase, he charges interest.
1. Time element	Point out that interest is generally computed on the basis of a 360-day year. Lenders use the rounded figure of *360* because it enables them to compute easily for any number of days.
2. Computing interest a. Conventional method	In computing interest, take the amount of money borrowed (principal) and multiply it by the percent of interest (changing the percent to a decimal). The answer gives the interest cost for *1 year* or 360 days. Example: $1200 (principal) x.06 (percent changed to decimal) $72.00 (amount of interest for one year at 6%) If the time is *less* than a year, DIVIDE the amount of annual interest by 360 to obtain the *daily* interest cost. Example: .20 = 20¢ per day 360 / 72.00 720 0 Now, to find the interest cost for any length of time, *multiply* the daily interest cost by the length of the loan in days.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Example: Find the interest cost at 6 percent on $1200 for 35 days: 35 x .20 = $7.00 cost for 35 days
b. 60-day method	Explain the 60-day 6 percent method of determining interest cost. This method is also based on the 360-day year. Example: Find the interest cost on $1200 at 6 percent for 60 days: For 60 days start with the amount being borrowed and move the decimal point 2 places to the left. Interest for 60 days: $12.00 For 6 days move the decimal point 3 places to the left. Interest for 6 days: $1.20 For a single day, take $\frac{1}{6}$ of the 6-day interest cost. $\frac{1}{6}$ of $1.20 = 20¢$
3. Drill exercises	Cite several examples of computing interest. Use the chalkboard to show your calculations. Ask the class to work on interest problems either on a ditto sheet or a unit in their workbook-text. Suggested references: Huffman, Twiss, & Whale, pp. 174-178. McNelly, pp. 121-126. Piper, pp. 172-180. Rosenberg, pp. 69-77. Turner, pp. 245-252.
B. Discounts 1. Trade discounts	Explain that a trade discount is an amount of money deducted from a list price. The list price is the price of the item as listed in a catalog or on a price tag. Explain that when a customer buys an item at a trade discount, he pays *less* than the list price. The reduced price is called the net price.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Example: (Refrigerator) $475.00 list price 75.00 trade discount $400.00 net price.
2. Chain discount	A chain discount is a series of *two* or more discounts applied to the price of one item.
	Example: (Refrigerator) $475.00 list price 75.00 first discount 400.00 25.00 second discount $375.00 net price.
	Refer to source material for a discussion of interest and trade discounts. One good source is McNelly, pp. 90-93 and 298-300.
C. Assignment	Assign problems in discounts and interest for the next class session. Again, use either instructor-prepared problems or the workbook-text.
	Suggested references: Huffman, Twiss, & Whale, pp. 124-128 and 292-297. McNelly, pp. 298-303. Piper, p. 130 and pages following. Rosenberg, pp. 95-98.
IV. Review of Word Study A. Testing	Give the usual short quiz on spelling and word meaning. Again, base the quiz on the spelling and vocabulary words assigned in Lesson 5.
B. Review	When the test is completed, review it. Go over spelling and word meanings and point out some of the reasons for errors. Use the chalkboard to reinforce explanations.
	Continue to expose the students to more rules for spelling and more items in vocabulary. Include synonyms, antonyms, homonyms, and word division.
	Suggested references: Fisher, pp. 31-89.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Hardwick, various pages. Krulik, pp. 29-73. Levine, various pages. Schachter, pp. 134, 155, and 167. Stewart, pp. 18-67.
C. Assignment	Assign the class another spelling and vocabulary exercise for homework. Remind the students that the instructor will hold the usual quiz and review at the next session.
V. Outgoing Mail	Explain that the handling of outgoing mail is a prime duty of a business office clerk.
A. Handling 1. Addresses	Be certain that addresses on both the letter and the envelope are correct before inserting the letter into the envelope.
2. Enclosures	Be sure that all necessary enclosures are included with the letter.
3. Folding	Letters should be folded to fit properly into the envelope. Where letters are inserted into window envelopes be certain the inside address acts as the mailing address.
4. Preparing envelopes	Addresses should be typed on envelopes not having windows. Or, if the firm uses an addressing machine, the mailing clerk need only shuttle the envelopes through it. Demonstrate the correct method of folding letters and placing them in envelopes. Have the students practice by themselves.
5. Postage	You can put postage on the envelope by hand or by a postage meter machine. Also, some firms use precancelled stamps on mail other than first class. Demonstrate the method of attaching stamps to envelopes. Also show the students a picture of a postage meter machine. Explain how to determine correct postage for both domestic and foreign mail.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
B. Envelopes	Show the various types of envelopes used in a business office, including the legal envelope and the business envelope. Point out the kinds of notations that might appear on an envelope such as special delivery, air mail, and confidential. Explain the meanings of each of these.
C. Classes of mail	To learn the differences among mail classes and their rates, obtain a copy of the latest rate chart from the post office. Discuss briefly: first class, second class, third class, fourth class, educational material, air mail, and a package with letter enclosed.
D. Special postal services	Point out that special rate charts also show the cost of such services as special handling, special delivery, registered mail, insured mail, COD mail, and certified mail. Explain these special postal services and point out when and why they are used. Refer to good reference material. Suggested references: Agnew, pp. 157-172. Archer, pp. 292-296 and 306-311. Wood, pp. 180-186.

LESSON 7

OBJECTIVES

To review percentages and interest
To review the 16 filing rules
To acquaint students with ratio and proportion
To review word study
To discuss good work attitudes
To acquaint the class with proper telephone techniques

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Filing	
A. Review of homework	Review the homework assignment. Discuss the reasons for errors. Point out that a misunderstanding of filing rules leads to mistakes in filing.
B. Review of rules	Follow up the review of the homework with a review of the 16 filing rules. Relate errors on the homework papers to failure to follow correct filing rules.
C. Filing terms	Review the various filing terms as covered in Lesson 6. These terms include variadex, visible card index, rotary file, follow-up file, tickler file, code, cross reference, and out card.
II. Review of Mathematics	
A. Quiz on percentages	Administer a short timed test on percentages using a dittoed test sheet or a unit test from references sources. When the quiz period ends, review the answers. Use the chalkboard as an aid in explaining difficult problems.
B. Review of discounts and interest	Review the homework assignment on discounts and interest. Hold a short question and answer period. Explain any unusually difficult problems.
III. Mathematics Terms	Point out that students should acquaint themselves with other mathematics terms that might appear on civil service

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	examinations or that might come up in office procedures. Remind the class that you have covered fractions, decimals, percentages, discounts, and interest in previous sessions. Point out that a knowledge of the following would also be useful.
A. Ratio	A ratio is a means of expressing a comparison between two numbers.
B. Proportion	A proportion indicates that two ratios are equal.
C. Graphs	Graphs give visual pictures of quantitative information. The *bar* and *line* graph shows a relationship (by visual means) between two or more quantities. The *circle* graph gives a visual illustration of the parts of a whole.
D. Rectangles, triangles, and squares	These show the shape and proportions of an area.
E. Spatial relationships	Spatial relationships show the similarity or difference of two figures. Refer to good source material for definitions and explanations of the terms above. Suggested references: Fisher, pp. 123-125. Huffman, Twiss, & Whale, pp. 140-153. Mason, pp. 140-150. McNelly, pp. 104-111. Piper, p. 36 and those following. Turner, pp. 258-262.
IV. Word Study	You should continue to expose the class to various spelling and vocabulary rules and to offer them drill exercises for application of these rules.
A. Testing	Administer the usual short quiz on spelling and vocabulary. Once more, base the test on the work assigned at the last class session. When the quiz ends, review it, explaining reasons for errors.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
B. New assignment	Explain that abbreviations play an important part in office correspondence. Point out that business abbreviations are especially important. Assign at least 30 common business abbreviations for homework. Distribute ditto sheets with the work assignment or give a work unit on business abbreviations from the class workbook-text. Mention that you will give a quiz at the next class session. Suggested references: Fisher, pp. 67-68. Gavin, pp. 88-94. Schachter, p. 170. Stewart, pp. 286-289. Turner, pp. 79-81.
V. Work Attitudes	Remind the class that earlier in the course you discussed the need for applying good work habits and for using common sense. Point out that you will now discuss more work attitudes that either help or hamper relationships with people in a business office.
A. Gossip	Emphasize that gossip has no place in a business office. Few people appreciate gossipers. Fellow employees may listen but a gossiper actually hurts his or her image in the eyes of fellow workers. Explain also that time wasted in gossiping places an added work burden on coworkers.
B. Helpful attitude	Explain that an office employee should willingly assist others when he has caught up on his own work. Stress the fact that an employee should keep busy. If an employee has too much idle time, a question arises: Is this worker really necessary?
C. Cheerfulness	An employee should project an air of cheerfulness. Personal problems plague all people, but these problems should not come to the office. Few people like pessimists or chronic complainers.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Coworkers cope with enough daily work problems. They generally frown on devoting time or energy to the personal problems of fellow workers. Suggested references: Agnew, pp. 17-32. Archer, pp. 41-49. Wood, pp. 77-103 and 251.
VI. The Telephone	Impress on the class that the telephone is a prime means of communication in the business office. Point out that telephone manners influence the image of a particular business office. Telephone communication also sets the tone of the business firm for outsiders.
A. Mechanics	Review the mechanics of the telephone: holding the phone properly, using the dial or push button phone, and recognizing certain necessary practices. For example, an open-receiver laid on a desk invites callers to overhear office conversations.
B. Techniques 1. Incoming calls	Explain the various facets of handling incoming calls. Point out that correct telephone techniques enable the caller to get maximum advantage from his call. Suggest the following as good practices for incoming telephone calls: • Be prepared to receive calls. • Answer promptly. • Identify yourself and your firm. • Respond courteously to opening statements. • Listen to caller's entire story. • Explain to caller any reasons for leaving the phone. • Terminate call courteously. • Write down messages to assure accuracy. Show the proper method of taking phone messages. Use this point as an opportunity for students to practice on telephone message blanks.
2. Outgoing calls	Now discuss the proper techniques for outgoing calls. The office clerk

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	should be conscious of these elements: • Planning a call • Looking up the number (Consider the classified section of the telephone directory for quick reference.) • Placing a call (Explain the differences in placing local calls, station-to-station long distance calls, person-to-person long distance calls, and inter-office or interfirm calls.) • Identifying yourself when a call is acknowledged • Stating the reasons for your call • Terminating a call courteously
3. Voice	Indicate that several points should be considered in speaking on the telephone: • Pleasant and friendly tone of voice • Clear emunciation of words • Courteous manner • Clear and simple information • Real interest in the caller
4. Practice	If a TeleTrainer is available, allow the students to practice the use of good telephoning techniques. *NOTE:* Three excellent booklets, *(Hints on Selling by Telephone, Telephone Selling Needs Technique,* and *The Voice with a Smile)* are available free through the New York Telephone Company. You can obtain copies of the pamphlets and distribute them to class members. The company also offers several short films on proper telephone techniques. You can obtain the booklet *Films* from the company and select any films you might want to use in class. You can borrow them without charge. Suggested references: Agnew, pp. 187-215. Archer, pp. 198-207. Wood, pp. 123-153. Also refer to New York Telephone Company publications listed in Bibliography.

LESSON 8

OBJECTIVES

To continue word study in spelling and vocabulary
To introduce the reading skill of following directions
To introduce the telegram
To introduce sentence structure, noun-verb agreement, and possessives

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Word Study	
A. Testing	Administer the usual quiz on vocabulary and spelling. Make a special effort to quiz the class on the abbreviation exercise assigned at the last class session. When the test period ends review the quiz, explaining any unusually difficult answers.
	Reminder: By now you have covered the most common rules for spelling and the basic rules for word meaning. You should also have assigned exercises, given tests, and reviewed answers that included these rules.
B. Assignment	Assign a new word study unit for homework. It should be on prefixes, roots, and possibly suffixes. Explain that a knowledge of common affixes and roots will enable the student to break down the structure of a word and determine its meaning.
	Point out that understanding of word structure is an excellent approach to learning the meaning of unfamiliar words. Remind the students that the second method of understanding an unfamiliar word is by noting the use of the word. Refer to the three techniques of learning word meaning as outlined in Lesson 2.
	Suggested references: See previous references on word study.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
II. Following Directions	Point out that the ability to follow instructions is a necessary reading skill for clerical workers. Emphasize that a major part of correspondence and printed material found in office practice involves instructions. Point out that the skill of following directions is also important in understanding problems in mathematics. Explain that the reader should go through these four basic points to improve ability in following instructions:
A. First reading	Survey the instructions quickly to get an idea of the content. Even a slight familiarity with a piece of reading helps to understand it.
B. Understanding steps	Now, reread the directions carefully step by step. You should understand the first step thoroughly before going on to the next. If you misinterpret any step in a set of directions, you are missing their meaning.
C. Mental image	As you move through each step, form a mental picture of the first step and each succeeding step.
D. Reread directions	After completing the steps above, reread the directions again to make certain of understanding them accurately. Ask the class to read practice exercises in following directions. Make up a ditto sheet with reading exercises or use a unit from the class workbook-text. Refer to source material for references on the reading skill of following directions. Suggested references: Boning, various pages. Fisher, p. 188. Gainsburg, pp. 121-125.
III. Telegrams	Another major item in office practice is the telegram. Point out that students should understand the various kinds of telegrams and telegraph services.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Obtain blanks from a Western Union office for the various types of telegrams. Distribute these blanks to the class and explain their uses. Give the rules for counting words in a telegram.
A. Types of telegram 1. Full rate	Explain the full rate telegram. Indicate that this type of telegram is the one most commonly used.
2. Day letter 3. Night letter	Explain the day letter and its use and the night letter and its use.
4. Teaching techniques	Unless the class workbook-text includes a unit on telegrams prepare your own ditto sheet for instruction on telegrams. List the rules in outline form so that students can read and follow them easily. An overhead projector is an excellent visual aid to acquaint the class with the various kinds of telegrams. You can also draw a rough sketch on the chalkboard to illustrate the nature of a telegram. Finally, remind the class of the differences in time zones that must be considered in sending telegrams. For example, a telegram sent at 9:00 a.m. from New York City to California would arrive in California some time before the California office opens.
B. Filing telegrams	As with other types of correspondence, a carbon copy or a work copy of a telegram should be filed for future reference.
C. Other telegraph services	Besides the various types of telegrams, you should familiarize the class with other telegraph services: the repeat back, the delivery report, the money order, international service. Refer to good source material for explanations and examples of these services.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Suggested references: Agnew, pp. 173-186. Archer, pp. 223-233. Fisher, pp. 153-154. Hagor, pp. 499-506. Wood, pp. 153-164.
IV. Language Arts	Remind the class that you have previously discussed several skills in language arts. These skills included commas, end marks, and capitalization. Point out that you will now deal with sentence structure, noun-verb agreement, and possessives.
A. Sentence structure	Stress the fact that proper sentence structure helps make a piece of correspondence readable and clear. Equally important, good sentence structure in office letters, memorandums, and other correspondence enhances the reputation of that particular business office.
1. Run-on sentence	A run-on sentence strings two sentences together without benefit of an end mark between them. The run-on sentence confuses the reader because it expresses two ideas without a pause or a break.
2. Fragment	The fragment is an incomplete sentence, lacking a subject or a predicate. It confuses the reader because it does not express a complete idea.
3. Rambling sentence	Although the rambling sentence may have clauses properly joined by conjunctions, it strings together too many ideas at once. It thus buries these ideas in a jumble of confusion.
B. Agreement	Point out that a subject and its predicate must agree. If the subject is singular, the predicate must be singular. If the subject is plural, the predicate must be plural.
C. Possessives	Explain that correct use of possessives also depends on whether the word is plural or singular. Point out that for a regular possessive singular, an *'s* follows the word (example: *boy's*).

CONTENT OUTLINE

CONTENT DETAILS AND TEACHING TIPS

For a regular possessive plural, an *s'* follows the word (*boys'*). Emphasize, however, that many nouns and pronouns have special plural structures and may take either an *'s* or an *s'* in the possessive form.

Have the students work at drill exercises on sentence structure, on agreement of subject and predicate, and on possessives. Pass out a ditto sheet with drill exercises or assign a unit from the class workbook-text. Refer to good reference material for information and examples on these language skills.

Suggested references:

Aurner, pp. 31-46 and 230-248.
Brendel, pp. 25-37.
Gavin, pp. 95 and 138-173.
Levine, pp. 61-62.
Schachter, pp. 35-52, 75-83, 157-158.
Stewart, pp. 93-168.

LESSON 9

OBJECTIVES

To give a general review of mathematics skills
To review reading comprehension and following directions
To give a last unit on spelling and vocabulary
To acquaint students with business reference books
To acquaint students with business machines

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Mathematics Skills	
A. Test	Give a teacher-prepared review test. Base the questions on the areas in which the class has shown the greatest weakness during past quizzes. Administer it as a timed test. To expedite correcting, use a prepared answer sheet on a transparency or a ditto.
B. Fractions	Discuss again the various aspects of fractions. Review the mixed number, the proper fraction, and the improper fraction. Use past quiz papers, teacher-prepared dittos, and units from the workbook-text for exercises and explanations. Review the methods of adding, subtracting, multiplying, and dividing fractions. Remind the class to invert when dividing fractions.
C. Decimals	Next, review the various processes in decimals. Use the chalkboard to cite examples of addition, subtraction, multiplication, and division of decimals. Conduct a question and answer session. Reexplain any points in decimals the class does not understand clearly.
D. Percentages	Now review percentages. Again, make use of former quiz papers, teacher-prepared dittos, or workbook-text units for explanations, examples, and

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	drill work. Use the chalkboard as a supplementary aid. Cite examples to explain any unusually difficult problems in the use of percentages.
E. Interest	Point out again that computing interest is a mathematics skill used often in office practice. Stress once more that clerical workers need a fundamental knowledge of this skill. Reexplain briefly the methods of calculating interest on a loan.
F. Other mathematics skills	Go over other mathematics skills: ratios, proportions, graphs, spatial relationships, squares, rectangles, and circles. Refer students to the workbook-text or to an instructor-prepared ditto sheet for mathematics terms and meanings. You should review *yourself* the various mathematics skills before reviewing them with the class. Refer to reference sources.
II. Reading	Remind the class that reading comprehension is important in office practice. Point out again that written and printed materials constitute a major portion of the paperwork in a business office. The clerk *must* understand what he reads.
A. Comprehension	Review the aspects of reading for comprehension. Remind the students that comprehending main ideas enables the office clerk to accurately interpret information in written and printed materials. Point out again that readers must also understand the supporting details of main ideas.
B. Following directions	Emphasize that a large part of office correspondence deals with following directions. Review the steps necessary to master this reading skill.
III. Word Study A. Testing	Give the usual short quiz on vocabulary and spelling. Point out that this

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	quiz will be the last word study quiz administered during the course. When the test period ends, review answers with the class.
B. Review	Now review the various rules for improvement of spelling. Also review the basic rules for vocabulary improvement. Finally, explain again the homonym, antonym, synonym, prefix, root, and suffix. Discuss how these word forms affect vocabulary meaning and correct spelling. Review word study from old quizzes, from instructor-prepared materials, and from units in the workbook-text. Refer to reference sources.
IV. Business Reference Books	Explain that many kinds of reference books should be available in a business office. Source books enable the office staff to find unfamiliar information.
A. Kinds of references	Acquaint the class with the following common reference books: Dictionary Telephone direotory City directory Congressional Directory Who's Who in America Thesaurus Bartlett's Familiar Quotations World Almanac Information Please Gazetteers (geographic directories) Atlas (collection of maps) Other reference manuals. Point out that large companies often give employees an office manual containing company rules and regulations.
B. Examples	Bring to class a copy of each of these kinds of reference books and explain their uses. They may be obtained on loan from a library. A personal inspection of these reference volumes offers the student a firsthand opportunity to acquaint himself with valuable information.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	Suggested references: Agnew, pp. 617-622. Fisher, pp. 162-163. Gavin, pp. 263-267.
V. Business Machines	Point out that business machines facilitate work in a business office and that many kinds are now available. Explain that *four* of the most important business machines will be discussed here: • Fluid duplicating machine • Mimeograph • Ten-key adding machine • Full keyboard adding machine *NOTE:* If possible, take the class to the office practice room for this session.
A. Fluid duplicating machine	Explain that *dittoing* is an inexpensive method of duplicating copies of handwritten, drawn, or typed materials. Copies from a fluid duplicating machine are generally used for internal communications. Pass a ditto master around the class and ask students to sign their names on it. Demonstrate the proper use of the duplicating machine by running off this ditto master. Hand out copies to the class for their inspection. In explaining the use of the fluid duplicating machine, emphasize the need for avoiding wrinkles on the ditto master. Cite an example by purposely running a wrinkled ditto master through the machine. Display on a bulletin board copies of dittos prepared from various colored ditto masters. Instead you may bring into class some examples of colored ditto masters.
B. Mimeograph 1. Use	Explain that a mimeograph machine also makes duplicate copies of handwritten, drawn, or typed materials. However, mimeograph copies appear more like

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	individual typewritten sheets. Therefore, mimeographed correspondence is used for communications with people *outside* the company as well as with people within the firm.
2. Examples	Explain the use of a stencil, a stylus, and a mimeoscope in making mimeograph copies. Bring to class a previously prepared stencil and run off some copies on the mimeograph machine.
C. Full keyboard machine	Explain the use of the full keyboard adding machine. Point out how different fingers of the hand operate certain digits on the machine. Demonstrate the proper method of using the machine.
D. Ten-key adding machine	Demonstrate the use of the 10-key adding machine. Explain the touch system in using this machine. Point out which fingers operate which keys. Emphasize the use of the thumb to enter zeros. *Reminder:* Be certain that both a 10-key and a full keyboard machine are available in class so you can visually demonstrate their proper use. If the schedule permits, give the students an opportunity to practice on the adding machines. *Special note:* You should familiarize yourself with both the 10-key and the full keyboard adding machines before attempting to demonstrate their use. Suggested references: Agnew, pp. 129-135 and 344-362. Archer, pp. 83-87 and 251-270. Dool, various pages. Meehan, various pages.

LESSON 10

OBJECTIVES

To acquaint the class with the steps in obtaining employment
To summarize language arts, mathematics, and office skills

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
I. Employment	Emphasize that, basically, this course was designed to offer instruction in skills for office employment. Students should acquaint themselves with the steps necessary to obtain a job. Also point out that preparation for a civil service examination is at least indirect preparation for employment.
A. Sources	Explain the three basic sources of obtaining employment.
1. Friends or relatives	Friends or relatives may provide good opportunities to find work. Such persons often know of job openings at their places of employment. They can lead an individual to an available job. Odds are high for obtaining work where a firm is currently seeking a new employee.
2. Want ads	Point out that want ads in the classified section of a newspaper offer another good source of potential employment. The want ad indicates that a prospective employer desires a new employee.
3. Employment agencies	Point out the third common source of obtaining work, the employment agency. Explain that a job seeker can submit an application to the firm's employment department itself. An applicant may also seek employment through private employment agencies or through state and local employment agencies.
B. Data sheet	Show the class how to fill out a data sheet. Either pass out a teacher-prepared data sheet or refer to one in the workbook-text.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
1. Qualifications	Point out the kinds of information needed on a data sheet. Explain personal qualifications, educational background, work experience, and personal references. Refer to source material at the end of this section. As you discuss each part of the data sheet, have the students fill in the proper information.
2. Letter	Stress that a personal letter should accompany a data sheet. Explain that it should be brief. However, the letter should mention: • Your job preference • Your source of learning about this job • Your telephone number • Your desire for an interview Suggested references: Agnew, pp. 539-548. Archer, pp. 518-520. Morrison, p. 11 and those following. Tamularo, various pages. Whitcomb, various pages. Wood, pp. 238-241.
C. Preparation for interview	Stress that a job applicant must "sell" himself. Therefore, the job seeker should prepare himself in advance to present a good appearance during an interview.
1. Appearance	Point out that an applicant should dress conservatively, with moderate style clothing and attractive color combinations. Shoes should be shined and hair should be neatly combed.
2. General suggestions	Emphasize that a job applicant should get a good night's sleep to present a fresh appearance during an interview. The applicant should also present a clean physical appearance. Finally, he should not chew gum or smoke during an interview.
3. Interview readiness	Point out that a job seeker should take a mental inventory before an interview.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	He should prepare himself to answer questions. Does he know what the job is? Why does he want to work for this firm? What salary does he want? What fringe benefits does he expect?
	Explain that the applicant should arrive for the interview a few minutes ahead of time. Emphasize that an early arrival offers the applicant an opportunity to compose himself and to observe the office routine.
4. Supplies	Explain that an applicant should bring a pen, two pencils, and an eraser with him. He should also carry at least one copy of his data sheet in an envelope.
5. Emergencies	Explain that in the event of an emergency, the applicant should call the prospective employer immediately. If the applicant must cancel the interview appointment or be late he should explain the reasons.
	Suggested references: Agnew, pp. 539-548. Archer, pp. 518-520. Morrison, p. 11 and those following. Tamularo, various pages. Whitcomb, various pages. Wood, pp. 238-241.
D. The interview 1. Interview itself	Point out that during the actual interview, the applicant should be courteous and cooperative. Explain that applicants should consider several points: • Focus attention on the interviewer. • Talk up good points. • Relax as you talk or listen. • Refrain from using slang. • Answer all questions. • Speak loudly and clearly. • Thank the prospective employer for the interview.
2. Application form	Stress the necessity of following directions carefully when filling out an employment application. Emphasize that applicants should complete all

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	parts of the application blanks. They should use their data sheets as aids. Alert the class to use good penmanship in writing on an application blank. Emphasize strongly that illegible handwriting can be a major factor in job rejection, particularly for an office job. Also, warn the class to pay special attention to instructions on the application blank. If an item calls for a printed response, the applicant should *print* and not write.
E. Personality rating sheet	Pass out self-evaluating personality sheets. Ask the students to complete the sheets on their own. Indicate to the class that scores on these sheets will give them an idea of how they would rate as office workers. See references that follow. Suggested references: Agnew, pp. 549-563. Archer, pp. 521-525. Morrison, p. 65 and following pages. Wood, pp. 242-245.
II. Summarization of Course	Point out to the class that during the rest of this session, you will recap the various skills covered in this course. Refer to the quizzes administered during the course. Stress especially those mathematics and word study skills in which the class scored poorest. Point out that this course covered the necessary basic skills for becoming an office clerk and for passing a civil service examination. Emphasize that class members should review the various skill areas before taking an examination. Suggest again that they take a course in typing as a supplement to this course.
A. Word study	Remind the class that a knowledge of vocabulary and spelling is a prerequisite for competency in office jobs and for success on civil service

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	examinations. The class should review for themselves the rules for spelling and vocabulary improvement.
B. Language arts	Point out that office clerks should be adept in good language usage. Remind the students to follow good sentence structure and correct punctuation for clear expression. Emphasize that correct capitalization is important on written, typed, and printed correspondence.
C. Mathematics	Stress the necessity for basic mathematics. Reemphasize that civil service examinations devote many test questions to mathematics. Point out again that ability in mathematics is an important skill for handling office routine. Remind the class of the various mathematics processes: fractions, decimals, percentages, interest, discounts, ratio, proportions, graphs, rectangles, squares, triangles, and spatial relationships.
D. Reading	Point out again that written and printed materials constitute the bulk of office correspondence. A clerk *must* comprehend the content. Reemphasize the need to understand how to grasp main ideas and details. Stress the need to understand how to follow written directions.
E. Clerical skills	Next, remind the students that office employees must be familiar with the clerical skills discussed throughout this course. Emphasize the need to understand the format of the business letter and the essence of the alphabetic filing system. Enumerate the other necessary clerical skills: office memorandums, incoming and outgoing mail, telegrams, telephone practices, office machines, and proper conduct.
F. Employment	Lastly, remind the students of the steps to follow in obtaining employment.

CONTENT OUTLINE	CONTENT DETAILS AND TEACHING TIPS
	If any time remains, conduct a last question and answer session. Discuss any points the class may want to talk over. Finally, before class dismissal, you might wish the class luck on any planned endeavor such as seeking employment or taking a civil service examination. . *NOTE:* A good free reference booklet, *The Successful Secretary*, includes many items on good office practice. You can obtain a copy for each class member through the Royal Typewriter Company.

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